DOCUMENT RESUME

ED 176 423 EA 012 163

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TITLE A Survey of LEA Planning Activities Required by State Departments of Education.
PUB DATE 1 May 79
NOTE 71p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Directories; *Educational Planning; Literature Reviews; *National Surveys; *Questionnaires; *School Planning; *State Departments of Education
IDENTIFIERS *Local Education Agencies

ABSTRACT

One purpose of this survey was to determine those school planning activities that each State Department of Education (SDE) requires of the Local Education Agency (LEA) under its jurisdiction. Another purpose was to determine those SDE that either require or encourage the LEA to engage in long-range planning activities. An effort was made to determine the specific planning activities and the extent to which the SDE encourages community involvement in the planning process. A questionnaire was mailed to the chief school administrator in each of the fifty states. Responses ranged from "no planning required" to comprehensive, long-range planning, which includes community-staff involvement, needs assessment, goal articulation, and accountability mandated by the SDE. The study recommends that future planning activities include monitoring the allocation of resources and conducting an evaluation of the program. A directory of SEA planning offices is included. Noteworthy SEA planning publications are reviewed and an extensive glossary of terms relating to school planning is annexed. (Author/LD)

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A SURVEY OF LEA PLANNING ACTIVITIES REQUIRED BY STATE DEPARTMENTS OF EDUCATION

Survey Conducted April 30, 1977

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by
Frank H. Moyer, Ed. D.
May 1, 1979

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First printing: September 1979

Library of Congress
Catalog Card Number:

ISBN:

To my son, Matthew

"Our progress as a Nation can be no better than our progress in education. Our requirements for world leadership, our hopes for economic growth and the demands of citizenship itself in an era such as this require the maximum development of every young American's capacity. The human mind is our fundamental resource."

J.F. Kennedy

ACKNOWLEDGEMENTS

The researcher wishes to express his appreciation to the State Commissioners of Education and the members of their respective Planning Bureaus for their cooperation and diligence in responding to the questionnaire and in providing supportive documentation.

PREFACE

Fifteen years ago when school administrators spoke of "school planning," they more often than not were talking in terms of building new facilities or modifying existing plants. Many school administrators were struggling just to provide sufficient instructional spaces for their expanding enrollments.

Today, fostered by increasing federal and state involvement and regulation; declining enrollments and growing tax-payer rebellion to burgeoning costs; expanding public participation in educational decision-making processes; and a generalized malaise that the schools are not responsive and/or effective; school planning connotes a significantly broader and hopefully, a more comprehensive arena of activity.

To more and more school administrators the term "school planning" connotes a definition which encompasses the total participatory process of matching learner needs, educational opportunities, resource acquisition-allocation-evaluation strategies, and specific plans of action, for both the current and future school years.

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A SURVEY OF LEA PLANNING ACTIVITIES REQUIRED BY STATE DEPARTMENTS OF EDUCATION

INTRODUCTION

The governance of public education in this country falls upon the various states. A network of nearly 17,000 individual school districts has evolved during the past 200 years, which provide "free and compulsory" locally defined educational programs to our nation's youth. Even though local control of education is a strong tradition and continues to be defined with great fervor, an all pervading commonality exists in our public schools both within and among the various states.

This commonality in both organization and need contributed to the development of agencies and/or bureaus within the various states whose function and responsibility was state-level governance and leadership of the locally "controlled" elementary and secondary public schools within their jurisdiction. Each of the 50 states currently supports a State Education Agency (SEA) whose function and responsibility remain the governance and leadership of numerous local public school systems. The lone exception seems to be Hawaii, which administers the local public schools directly from the state level.

Important functions of the SEA include the fulfillment of certain legislative mandates and the exercise of initiative in providing leadership to the LEA by providing both encouragement and example to go beyond the status quo.

Purpose of the Study

The purposes of the survey are two. The first is to determine those school planning activities which each SDE requires of the LEA in their respective jurisdictions. The second purpose of the survey is to determine those SDE which either require or encourage the LEA to engage in systematic comprehensive long-range planning activities.

Secondary purposes of the survey include an effort to determine: the primary specific planning activities which the LEA are expected to engage; and the extent to which the SDE expect or encourage community involvement in the planning process.

Finally, an attempt will be made to locate noteworthy planning documents published by the SDE.

Methodology

A questionnaire (see Appendix A for prototype) was constructed and mailed to the office of the Chief School Administrator,...i.e. Commission of Education, State Superintendent of Schools, etc., of each of the fifty states of the union. Included were a letter of intent and purpose and directions requesting that the questionnaire be forwarded to the most appropriate bureau within that SDE. The District of Columbia, Caroline Islands, Guam, Mariana Island, Marshall Islands, Puerto Rico, Samoa, Virgin Islands, and Wake Islands were not included in the survey.

SEA RESPONSE SUMMARIES

Alabama

- encourages local planning efforts but requires no specific formal planning beyond that necessary for current annual operation of the local schools.
- encourages the LEA to work with the community in school planning activities.

Alaska

- requires no formal school planning by the LEA beyond that necessary for current annual operation of the local schools.

Arizona

- requires no formal school planning beyond the current school year.

Arkansas

- encourages local planning efforts and encourages the LEA to involve the community in school planning process and activities.
- requires long-range planning for vocational education programs.

California

- requires formal long-range comprehensive planning by each LEA in regard to population enrollment projection, facility needs, and tax base projections.
- provides a guide for the development of long-range master planning.
- requires the LEA to plan up to seven years beyond the current school year. These long-range plans must be up-dated annually.
- encourages the LEA to work with the community in developing school long-range plans.

Colorado

- requires the development of an annual Educational Accountability Plan by the LEA.
- requires the LEA to involve the community in developing school goals.
- requires each LEA to establish an advisory committee (which includes at least one parent, one taxpaying resident, and one student) which becomes responsible for developing the district Educational Accountability Plan.
- encourages but does not require local planning efforts beyond that required to operate the next school year.
- requires that the LEA continue to develop, evaluate and re-define student outcomes and staff objectives and to coordinate this process to the budgeting-decision-making process.

Connecticut

- requires, by recent legislation, the LEA develop and submit a five-year comprehensive elementary and secondary educational plan by February 15, 1980.
- requires that this comprehensive plan include long and short term goals and an analysis of how programs relate to these goals.
- requires that this comprehensive plan be updated annually.

Delaware

- requires long-range school facility planning based upon a six-year capital improvement program developed by each LEA.
- requires the development of educational plans based upon an instructional philosophy, stated goals, and staffing needs as part of the capital improvement plan.
- requires resource allocation and budget requirement projections.
- encourages the LEA to work with the community in the planning process.

Florida

- requires each LEA to develop and implement a comprehensive long-range planning process which is based upon the identification of learner needs at the local level.
- requires each LEA to maintain a continuing system of planning and budgeting designed to aid in the identification of local educational needs as well as in meeting those needs.
- requires the LEA to place major emphasis in its planning process upon the meeting of statewide minimum performance standards.
- requires the LEA to establish the individual school building as the principal planning and budgeting unit.
- requires long-range facility planning based upon population and enrollment projections.
- requires the LEA to work with the community in the planning-goal established process.

Georgia

- requires local school planning in regard to establishing facility needs.
- requires no other formal planning but encourages local planning efforts.
- encourages the LEA to involve the community in any school planning process.

Hawaii

- operates 225 public schools under a unified statewide system administered by a statewide Board of Education, a State Superintendent of Education, and seven appointed District Superintendents who are responsible for administrative units within the statewide system.
- requires, by state law, comprehensive school planning, at the state level and by each administrative unit, based upon a planning, programming, budgeting, evaluation, appraisal, and reporting model outlined within the law.
- requires systematic analytic planning through the determination of needs, establishment of goals and objectives for each agency and program, and the establishment of budget priorities.
- requires systematic planning long-range plans for six school years beyond the current year with provision for updating these plans every two years.
- requires formal long-range planning with regard to faculty needs, transportation, resource allocation, and budget requirement projections.
- requires administrative units to develop population and enrollment projections.
- requires the administrative units to work with the community in the planning process.

Idaho

- encourages local planning efforts but requires no specific formal planning.
- encourages and recommends the LEA to work with a broad segment of the community in any school planning activity.
- provides a comprehensive set of standards and criterion regarding school organization, services and quality which each LEA must uphold.
- provides a set of recommended standards and criterion regarding school organization services and quality which the LEA may elect to apply to their schools.

Illinois

- requires comprehensive long-range school planning by the LEA based upon locally defined system and student goals, a system-wide needs assessment process, and an annual evaluation process.
- requires that the LEA up-date its goals annually based upon the results of the annual evaluation.
- requires the LEA to include the community in the goal development and needs assessment process.
- requires the LEA to disseminate the district goals by whatever means or media available to all citizens.
- requires the LEA make deliberate efforts to disseminate the district educational plan to the various publics within the community.

Indiana

- requires formal planning for facility planning including the estimation of future enrollments.

Iowa

- requires comprehensive long-range planning by each LEA for a period of three to five years beyond the current school year and requires that these plans be up-dated every five years.
- requires planning which includes population and enrollment projections.
- requires curriculum development based upon a needs assessment of process and product, the identification of goals and objectives, and the determination and prioritization of goals based upon the needs assessment.
- encourages the LEA to work with the community in the planning process particularly through the needs assessment process.

Kansas

- encourages local planning efforts but requires no specific formal planning.

Kentucky

- does not require formal long-range planning beyond the current school year, although long-range planning by the LEA is encouraged.
- encourages the LEA to work with the community in any school planning activities.
- State Board of Education regulations require a five-year projection of facility needs.

Louisiana

- requires no formal long-range school planning by the LEA but does encourage local planning efforts.
- encourages community participation in local school planning.

Maine

- encourages local planning efforts but requires no specific formal planning beyond that required for the current school year.
- encourages community participation in any school planning activities conducted by the LEA.

Maryland

- requires formal long-range school planning regarding facility and transportation needs.
- encourages local planning efforts and also encourages community participation in the planning process.

Massachusetts

- encourages local planning efforts but requires no specific formal planning.
- requires no formal planning beyond the current school year.
- encourages the LEA to work with the community in any planning activities.

Michigan

- requires by policy the development of a formal long-range school facility plan by the LEA based upon population and enrollment projections and an analysis of existing facilities.
- requires that the long-range facility plan include a five-year enrollment projection and a community resource analysis based upon total taxable valuation.

Minnesota

- requires formal planning by the LEA for three school years beyond the current year, commencing with the 1977-1978 school year.
- requires comprehensive school planning in regard to facility requirements, transportation needs, enrollment projections, resource (tax base) projections, resource allocation projections and budget requirement projection.
- requires community participation in the school planning process.
- requires the development of curriculum goals based upon a needs assessment process with LEA goal priorities.

Mississippi

- encourages local school planning efforts but requires no specific formal planning beyond that required for current school-year operations.

Missouri

- requires formal long-range planning in regard to budgeting and facility needs projections.
- requires formal curriculum planning based upon a needs assessment process utilizing data provided by the Missouri statewide assessment program. Statewide curriculum goals have been established and local needs are identified as performance gaps in the results of the statewide assessment.
- encourages local planning efforts and community participation.

Montana

- requires no formal planning other than annual budget requirement projections.
- encourages the LEA to work with the community in any planning activities implemented at the local level.

Nebraska

- requires no specific formal school planning other than that required to establish the need for facility expansion and/or improvement.
- encourages local planning and community participation in any school planning activity conducted by the LEA.

Nevada

- encourages local planning efforts but requires no specific formal planning.
- encourages the LEA to work with the community in any school planning activities which are undertaken.

New Hampshire

- requires, by State Board of Education policy and State Department regulation, comprehensive long-range planning in the form of three-year Master Plans.
- requires by the State Department regulation, the LEA to involve the community in the development of educational and in-service needs, goals, and activity pursuant of the development of the Master Plan.
- requires annual evaluation of the goals and activities within each Master Plan.
- encourages regional Master Plans where appropriate.
- requires the development of the local staff development committee which must have broad community representation to participate in the development of the local Master Plan.

New Jersey

- requires comprehensive long-range school planning by each LEA in regard to both facility needs and curriculum development.
- requires the LEA to systematically involve a broad segment of the community in the planning process, particularly in those phases which require needs assessment and goal development.
- requires each LEA to file a ten-year facility needs master plan which includes, ten-year enrollment projections (which must be based upon a survival-ratio technique); a resource projection; a resource allocation projection; and an educational program plan.
- mandates each LEA, as part of the statewide recently implmented "Thorough and Efficent" legislation, to adopt and formalize an on-going comprehensive planning process, maximize community involvement in a needs assessment-goal development process at the district and school building level, and which requires program funding based upon prioritized needs and goal statement and data from annual student assessment.
- expects a five-year planning cycle to evolve in each school district but requires the LEA to up-date its priorities and goals annually based upon annual assessment of student progress.
- requires all planning documents and annual up-dates to be filed first with the County Superintendent of Schools.

- provides four region Educational Improvement Centers which have the necessary research and development capability to assist the LEA in the planning process.
- has established local school budget CAPS.

New Mexico

- requires formal planning for the current school year and provides that the educational plan for the community be up-dated annually.
- encourages long-range educational planning three to five years beyond the current school year.
- requires formal population and enrollment projections as well as demographic and community resource analysis.
- requires formal resource allocation projection and budget needs projections.
- requires comprehensive curriculum development and planning based upon a school-community needs assessment model which must be approved by the Evaluation and Assessment Unit of the State Department of Education.
- requires community and student participation in the needs assessment and the goal development process.
- requires continual curriculum development and planning based upon guidelines established with the statewide Minimum Educational Standards.

New York

- requires comprehensive long-rang planning by the LEA in the following areas, enrollments; children requiring special needs; instructional programs; appropriations; revenue; facility analysis; and needs.
- requires a transportation needs projection.
- requires formal planning by the LEA for three to six school years beyond the current year with annual up-dating of planning documentation.
- requires the LEA to implement and maintain a Planning Notebook which must be made available for public inspection, and which must contain the most recent version of all school planning documents.
- encourages the LEA to go beyond the basic minimum requirements of the Planning Notebook and to include such items as district goals, needs assessments, program analysis, evaluation plans and any other data which would be deemed pertinent and of interest to local citizens.

North Carolina

- requires comprehensive long-range facility planning in order to receive State construction funds.
- requires population enrollment projection as part of the long-range facility planning needs.
- requires comprehensive curriculum planning, including the development of curriculum needs, goals, and priorities in order to satisfy State accreditation regulations.
- encourages local planning efforts and encourages the LEA to involve the community in the planning process.

North Dakota

- encourages local planning efforts but requires no specific formal planning beyond that required for current school-year operations.
- encourages the LEA to work with the community in any planning activities.

Ohio

- requires formal planning beyond the school year by the LEA in terms of enrollment projections.

Oklahoma

- requires comprehensive short-range and long-range planning based upon a systems analysis process beginning with a system-wide learner needs assessment and including statement of goals, objectives, alternatives, and evaluation as part of the statewide accountability process.
- requires the LEA to involve local patrons as well as staff members of the school district in the planning process.
- requires an annual evaluation to determine the degree of accomplishment of the stated objectives.

Oregon

- does not require formalized comprehensive long-range school planning other than that required by the LEA to meet statewide minimum standards established for elementary and secondary education as adopted by the State Board of Education.

Pennsylvania

- requires each LEA to develop a comprehensive five-year Developmental Plan which includes a plan for facility needs as well as a plan for the development of district wide curriculum goals and priorities based upon a needs assessment process.
- requires the LEA to up-date their long-range plan every three years.
- requires planning process involving broad community and staff involvement, a continuous assessment of needs based upon the statewide Educational Quality Assessment and the Ten Goals of Quality Education.
- requires the community involvement aspect to include a representative cross-section of the community including race, age, sex, and socio-economic status.

- mandates that the Developmental Plan provide assurances or a plan to provide equal educational opportunities for all persons. A plan for the elimination of de facto segregation must be included.

- requires each LEA to provide a personnel development program for all personnel through a comprehensive developmental program based upon the stated needs of the LEA.

- requires the Development Plan to include enrollment projections; resource projections; resource allocation projections; and budget requirement projections.

Rhode Island

- has implemented a state mandated local Planning and Assessment Process (LPAP) which requires each LEA to plan, implement, and evaluate educational programs directed toward locally identified priority goals and to communicate the results of the local planning and assessment activities to the community as well as to the Commissioner of Education.

- requires formalized long-range comprehensive school planning and evaluation which includes population - enrollment, facility and tax base projections.

- requires the LEA to work with the community in the planning and assessment process.

- requires each LEA to develop, report and implement a long-range educational plan including a statement of local educational philosophy, priority educational goals, a description of major activities (Program Plan) and time-lines, as well as an assessment and validation of needs at the building level.

- expects a comprehensive cyclical assessment and planning process with a new cycle beginning approximately every four years.

- requires the LEA to systematically involve a broad segement of the community and the professional staff in the entire comprehensive long-range planning process beginning with the development of a local educational philosophy and the assessment and validation of priorities and needs.

- requires the LEA to develop performance indicators in priority need areas.

- requires the district Program Plan to address the needs of each individual school.

South Carolina

- requires long-range comprehensive school improvement planning as defined by the statewide Defined Minimum Program regulations.
- requires each LEA to develop a written educational improvement plan for district accreditation at the state level, based upon the Defined Minimum Program and the School Finance Act of 1977, which was developed through a needs assessment-goal development process at the district and the building levels.
- encourages the LEA to involve the community in the needs assessment-goal development process at both the building and the district levels.
- requires an annual evaluation of the school improvement plan and the filing of revised plans, based upon the results of the evaluation including program/curriculum improvement plans in the areas of defined deficiency.
- requires facility needs planning and transportation needs projections based upon population and enrollment growth patterns and projections.
- requires resource projections, resource allocations projections and budget requirement projections as defined by the School Finance Act of 1977.
- requires the LEA to establish an advisory council in each school, composed of at least two parents elected by parents of the children attending the school, two students if the school includes grade 9 or above, two teachers elected by the facility and other representatives of the community and persons selected by the principal, which is charged with the responsibility of assisting in the preparation of the school annual report to the State Department of Education.
- requires each school board of trustees to establish and maintain an on-going systematic evaluation of the educational program needs and to develop comprehensive annual and long-range plans for meeting these program needs.

South Dakota

- does not require local school planning but does encourage the LEA to work with the community in any planning activities initiated.
- is currently developing a change process strategy designed to provide administrators and teachers with the skills necessary to begin comprehensive goal oriented school planning.

Tennessee

- did not choose to participate in the survey.

Texas

- requires year-by-year formal planning by the LEA regarding the annual school budget for the next school year.
- encourages the LEA to include community participation in school planning activities.

Utah

- requires long-range planning for five school years beyond the current year for facility needs planning.
- requires that facility planning be up-dated every five years and that the facility plans include population and enrollment projections.
- encourages long-range comprehensive planning which would include a needs assessment and goal identification process based upon a systems analysis approach.
- encourages the LEA to work with the community in the needs assessment and priority goals identification process.

Vermont

- requires formal planning regarding facility needs.
- encourages a broad range of LEA supported school planning activities.

Virginia

- requires a formal comprehensive six-year school improvement plan by each LEA.
- requires that comprehensive formal school improvement plans be evaluated, reviewed, and up-dated every two years (biennially).
- requires that comprehensive formal school improvement plan be correlated to the results of uniform statewide educational objectives and statewide testing as of the 1978 school year.
- requires community participation at the district and the building level in the development, evaluation, and revision of each six-year improvement plan.

Washington

- did not choose to participate in the survey.

West Virginia

- requires formal comprehensive long-range planning by the LEA (county) regarding facility needs.
- requirá the development of a Comprehensive Educational Facility Plan which includes an analysis of the community in which the school is to be built; a population-enrollment study; an educational program plan; an evaluation of all existing facilities; and a finance plan.
- requires that the educational plan include a curriculum plan; an operation plan; an instructional plan; and an organizational plan.
- requires formal curriculum developement including the establishment of curriculum needs, goals, and prorities.
- encourages the LEA to work with the community in the planning process.
- requires the LEA to plan at least five school years beyond the current school year.

Wisconsin

- requires long-range planning two years or more beyond the current school year, in regard to facility needs and the maintenance of safe and healthful conditions within existing facilities.
- requires formal facility needs projections in the form of long-range plans based upon an analysis of enrollment projections and an annual evaluation of the safety and adequacy of existing facilities.
- requires a formal annual safety inspection and a program of planned maintenance for all existing school facilities.

Wyoming

- requires each LEA to engage in and report school planning activities which are based upon a district-wide needs assessment study and a district-wide philosophy of education.
- requires formal comprehensive educational planning in regard to identified facility needs as well as curriculum development.
- requires each LEA to work with the community, including students, in the planning process.
- requires the LEA to outline and report the planning process adopted (utilized).
- requires the LEA to conduct and report comprehensive planning activities prior to receiving accreditation from the SDE.

CONCLUSION

Limitations of the Survey

It is important to note that the methodology employed directed a questionnaire to the Office of the Chief School Administrator of each SEA to be forwarded to the most appropriate bureau within the agency. Therefore, respondents may or may not have been officers of the SEA Planning/Research/Development Office in every instance. It is also important to point out that of the original 50 questionnaires mailed 39 were returned. A second follow-up mailing of 11 questionnaires was conducted a few months later. Of these 11 questionnaires 9 were returned. Therefore, using the follow-up approach, 96% or 48 of the 50 states responded to the questionnaires between May and November of 1977. Only Tennessee and Washington chose not to participate in the survey.

Finally, the questionnaire was designed not as a research tool but simply as a device to gather information for unspecified use by the researcher.

Results of the Study

The responses to the questionnaire indicate a wide range of SEA required planning activities. The required activities range from "no planning required" and "those activities required for current school year operations,"...e.g., annual budgeting,

pupil accounting personnel needs and transportation adjustments, etc., to comprehensive long-range planning process which include broad-based community-staff involvement, needs assessment, goal articulation, and evaluation/accountability components mandated by the SEA.

An overview of the scope of the required planning activities is provided in Table No. 1. Of the 48 states which responded: 23 encourage LEA planning; 22 encourage community participation in any planning activities which are implemented; 33 require comprehensive planning at the LEA level (the planning models vary considerably, however a tendency toward systematic systems oriented planning seems evident); 15 require community participation (the extent of required participation varies); 20 require the development of a goal oriented curriculum (the requirement of a LEA needs assessment varies); and 14 require no planning beyond that necessary for current year operations.

Since it was not the purpose of the survey to analyze and criticize the planning activities required by the SEA, no comparisons between the SEA will be conducted nor will the researcher outline a "preferred" comprehensive planning model. Nevertheless, it is interesting to note that 11 of the SEA which require no formal planning beyond the current year do encourage LEA planning activities. In addition 10 of these 11 agencies also encourage community participation in LEA initiated planning activities.

Table NO. 1

Overview of Planning Activities Required
by the SEA - Summary

	Encourages Planning	Encourages Community Participation	Requires Comprehensive Planning	Requires Community Participation	Requires Goal Oriented Curriculum	Requires No Planning
Alabama	•	•				•
Alaska						•
Arizona						•
Arkansas	•	•	•			
California			•(3-7)*+			
Colorado	•		•(1)	•	•	
Connecticut			•(1-5)		•	
Delaware	•		•(6)*		•	
Florida			•*+	•	•	
Georgia	•	•	•*			
Hawaii			•(6)+T	•	•	
Idaho	•	•				
Illinois			•	•	•	
Indiana			•*+			
Iowa		•	•(3-5)+		•	
Kansas	•					•
Kentucky	•	•	•(5)*			
Louisiana	•	•				•
Maine	•	•				
Maryland	•	•	•*T			•
Massachusetts	•	•				•
Michigan			•(5)*+			
Minnesota			•(3)*+TB	•	•	
Mississippi	•					•
Missouri	•	•	•*B		•	
Montana	•	•				•
Nebraska	•	•				•
Nevada	•	•	•*			•
New Hampshire			•(3)S			
New Jersey			•(5)(10)*+	•	•	
New Mexico			•(3-5)+B	•	•	
New York			•(3-6)*+B	•	•	
North Carolina	•	•	•*+		•	
North Dakota	•	•				•
Ohio			•+			
Oklahoma			•	•	•	
Oregon						•
Pennsylvania			•(5)*+BS	•	•	
Rhode Island			•(4)	•	•	
South Carolina	•		•*+B	•	•	
South Dakota	•	•				•
Tennessee	—	—	—	—	—	—
Texas	•	•				
Utah	•	•	•(5)*			
Vermont			•*			
Virginia			•(6)	•	•	
Washington	—	—	—	—	—	—
West Virginia		•	•(5)		•	
Wisconsin			•(2)*			
Wyoming			•*	•	•	
Total	23	22	33	15	20	14

Notes: ( ) Years in Planning Cycle; *Facility Planning; + Enrollment Projections; T-Transportation Planning; B-Budget Projection; and S-Staff Development Planning.

Those SEA which require comprehensive long-range planning differ widely in both over-all planning model and specific required planning activities within their particular model. A number of SEA require comprehensive long-range planning only for facility planning. One agency reported comprehensive planning requirements for vocational education programs only. The average number of years in the planning cycle seems to be approximately 3 years. The reported range was 1 year to 10 years.

Of the 33 SEA which reported requiring comprehensive long-range planning, 15 require community involvement in the planning process and 20 require the development of a goal oriented curriculum based upon a local needs assessment. It is interesting to note that 11 of the 18 SEA requiring comprehensive planning, but not requiring community involvement, do encourage the LEA to involve the community in school planning activities.

Specific planning activities reported by various SEA as required activities included: enrollment forecasts; transportation needs projections; budget and resource projections; curriculum and staff needs assessments; staff development planning; school and program goal articulation; and facility needs planning.

In general those SEA which seemed to provide the most stringent planning requirements on the LEA also provided the most leadership and direction in the form of planning manuals, guides, and technical assistance.

Recommendations

Comprehensive planning activities, by definition, should go beyond the establishment of goals, objectives and instructional priorities. These activities must include the establishment of responsibility for (accountability) and the evaluation of (assessment) the allocation and utilization of educational resources. Efforts to complete the planning cycle by monitoring the allocation of resources and conducting an evaluation/assessment of the degree of accomplishment of program goals and objectives, providing feedback data, is of extreme importance. Since this survey did not include LEA requirements regarding state assessment activities or minimum competency requirements, an effort should be made to correlate the scope and level of SEA required LEA planning activities with SEA requirements regarding state achievement/skills testing, state minimum competency regulations, and teacher and administrator evaluation regulations, particularly those SEA actions taken since 1977.

It is further recommended, even though education is more or less locally defined, that those SEA that currently do not require comprehensive planning and community participation, provide leadership and initiative in that direction. The increasing complexity of public schools and the increasing scarcity of resources for public schools demand increased sophistication in school planning at the local level. Our public schools are much too important and complex to be continued to be run as cottage industries.

APPENDICES

PROTOTYPE QUESTIONNAIRE

(Appendix A)

State: _____

LEA Long-Range Planning Questionnaire

I. We (State Department of Education) require formal (by law) long-range planning (planning beyond the current school year) of each LEA in the following areas: (please check)

_____ Transportation needs projections
_____ Facility needs projections
_____ Population-enrollment projections
_____ Resource (tax base) projections
_____ Resource allocation projections
_____ Budget requirement projections
_____ Curriculum development (establishment of curriculum needs-goals-priorities)
_____ Comprehensive planning
_____ We encourage local planning efforts but require no specific formal planning.
_____ We require no formal planning beyond the current school year.
_____ We require LEA's to work with the community (parents, students, or others) in the planning process.
_____ We encourage the LEA to work with the community in the planning process.

II. Generally, we require formal planning by the LEA for _____ school years beyond the current school year. These long-range plans must by up-dated every _____ years.

III. If planning regulations-requirements exist, please attach copies* of regulations-procedures-laws.

*Please indicate if there is a charge for this service-material-publications.

*Please indicate contact person regarding the availability and costs of the above service-publications.

*May these materials-procedures-laws-publications be reproduced in part or in whole as an appendix to a planning handbook.

Yes _____ No _____ Contact (person, office) _____

_____

_____

_____

IV. Please attach a list of publications available from your State Department of Education which deal with planning at the LEA level.

SEA PLANNING OFFICES
(Appendix B)

SEA PLANNING OFFICES

Alabama	Director Administration and Finance State Department of Education 501 Dexter Avenue State Office Building Montgomery, Alabama 36130
Alaska	Director Planning and Research State Department of Education State Office Building Pouch F Juneau, Alaska 99811
Arizona	Superintendent Administrative Services State Department of Education 1535 West Jefferson Street Phoenix, Arizona 85007
Arkansas	Associate Director Planning and Evaluation State Department of Education State Capitol Grounds Little Rock, Arkansas 72201
California	Assistant Superintendent Program Evaluation and Research State Department of Education 721 Capitol Mall Sacramento, California 95814
Colorado	Director Planning and Evaluation Unit State Department of Education State Office Building 201 East Colfax Denver, Colorado 80203
Connecticut	Chief Bureau of Research Planning and Evaluation State Department of Education Central Office Staff P.O. Box 2219 Hartford, Connecticut 06115
Delaware	State Director Division of Planning, Research and Evaluation State Department of Education Townsend Building Federal Street at Lockerman Street Dover, Delaware 19901

Washington, D.C.	Assistant Superintendent Division of Research and Planning District Of Columbia Public Schools 415A 12th Street, N.W. Washington, D.C. 20004
Florida	Administrator District Planning Office State Department of Education Tallahassee, Florida 32304
Georgia	Director Planning, Research and Evaluation Division State Department of Education State Office Building Atlanta, Georgia 30334
Hawaii	Director Planning and Evaluation Service Branch Office of the Superintendent State Department of Education P.O. Box 2360 Honolulu, Hawaii 96804
Idaho	Associate State Superintendent Finance and Administration State Department of Education Len B. Jordan Office Building Boise, Idaho 83720
Illinois	Assistant Superintendent Planning and Research State Department of Education 100 North First Street Springfield, Illinois 62777
Indiana	Director Schoolhouse Planning Division State Department of Education Room 227, State House Indianapolis, Indiana 46204
Iowa	Chief Planning, Research and Evaluation State Department of Education Grimes State Office Building Des Moines, Iowa 50319

Kansas	Director Program Analysis and Evaluation State Department of Education 120 East 10th Street Topeka, Kansas 66612
Kentucky	Director Office of Research and Planning State Department of Education Frankfort, Kentucky 40601
Louisiana	Director Planning and Evaluation State Department of Education 626 North Fourth Street P.O. Box 44064 Baton Rouge, Louisiana 70804
Maine	Associate Commissioner Bureau of School Management Department of Educational and Cultural Affairs Augusta, Maine 04333
Maryland	Assistant State Superintendent Division of Administrations State Department of Education P.O. Box 8717 BWI Airport Baltimore, Maryland 21240
Massachusetts	Commissioner School Facilities Office State Department of Education 31 St. James Street Boston, Massachusetts 02116
Michigan	Director Research Evaluation and Assessment Services State Department of Education P.O. Box 30008 Lansing, Michigan 48909
Minnesota	Assistant Commissioner Division of Planning and Development State Department of Education Capitol Square Building Saint Paul, Minnesota 55101

New York	Director Division of Planning and Field Services State Department of Education Room 860 EBA Albany, New York 12234
North Carolina	Director Division of School Planning Department of Public Instruction Education Building Raleigh, North Carolina 27611
North Dakota	Assistant Director Management Information, Planning and Evaluation State Department of Public Instruction State Capitol Bismark, North Dakota 58505
Ohio	Director Division of Planning and Evaluation State Department of Education 65 South Front Street Columbus, Ohio 43215
Oklahoma	Administrator Planning Research and Evaluation Section State Department of Education Oliver Hodge Memorial Education Building Oklahoma City, Oklahoma 73105
Oregon	Director Research, Planning and Evaluation State Department of Education 942 Lancaster Drive, N.E. Salem, Oregon 97310
Pennsylvania	Director Bureau of Planning State Department of Education Box 911 Harrisburg, Pennsylvania 17126
Rhode Island	Deputy Assistant Commissioner Office of Planning State Department of Education I99 Promenade Street Providence, Rhode Island 02908
South Carolina	Deputy Superintendent Administration and Planning State Department of Education Rutledge Building 1429 Senate Street Columbia, South Carolina 29201

Mississippi	Coordinator Planning and Evaluation State Department of Education P.O. Box 771 Jackson, Mississippi 39205
Missouri	Director Research Coordination Unit State Department of Elementary and Secondary Education P.O. Box 480 100 East Capitol Street Jefferson City, Missouri 65101
Montana	Administrator Department of Administrative Services Office of Public Instruction State Capitol Helena, Montana 59601
Nebraska	Director School Management Services State Department of Education 301 Centennial Mall South Lincoln, Nebraska 68509
Nevada	Assistant Director Office of Technical Assistance State Department of Education 400 West King Street Capitol Complex Carson City, Nevada 89701
New Hampshire	Director Planning and Evaluation Unit State Department of Education State House Annex Concord, New Hampshire 03301
New Jersey	Director Bureau of Planning State Department of Education 225 West State Street Trenton, New Jersey 08625
New Mexico	Director Evaluation, Assessment and Testing State Department of Education Education Building State Capitol Santa Fe, New Mexico 87503

South Dakota	Associate Superintendent School Planning Services Department of Educational and Cultural Affairs New State Office Building Pierre, South Dakota 57501
Tennessee	Chief Research, Planning and Evaluation State Department of Education 100 Cordell Hull Building Nashville, Tennessee 37210
Texas	Commissioner Planning and Accreditation Texas Education Agency 201 East 11th Street Austin, Texas 78701
Utah	Administrator Division of Research and Planning State Department of Education 200 East 5th South Street Salt Lake City, Utah 84111
Vermont	Director Office of Research and Development State Department of Education Vermont Department of Education Montpelier, Vermont 05602
Virginia	Director of Planning State Department of Education Box 60 Richmond, Virginia 23216
Washington	Director Progress Evaluation and Research State Department of Public Instruction Olympia, Washington 98504
West Virginia	Assistant State Superintendent Planning, Evaluation and Research 1900 Washington Street, East Charleston, West Virginia 25305
Wisconsin	Director Bureau of Evaluation, Planning, Research and Information State Department of Public Instruction 126 Langdon Street Madison, Wisconsin 53702

Wyoming	Assistant Superintendent Division of Planning, Evaluation, and Information Services State Department of Education Hathaway Building Cheyenne, Wyoming 82002
American Samoa	Assistant Director Business Services Department of Education Pago, Pago American Samoa 96799
Guam	Associate Superintendent Curriculum Office Department of Education P.O. Box "DE" Agana, Guam 96910
Canal Zone	Assistant Superintendent Administration Section Department of Education Balboa Heights, Canal Zone
Virgin Island	Director Planning, Research and Evaluation State Department of Education P.O. Box 630 St. Thomas, Virgin Islands

NOTEWORTHY SEA SCHOOL PLANNING PUBLICATIONS
(Appendix C)

Noteworthy SEA Planning Publications

During the course of this research a number of planning documents, ...i.e. guides and handbooks, were forwarded to the researcher. Of the 48 states which participated in the study 37 provided copies of planning related publications, published at the SEA level, which provided information supplemental to the responses to the questionnaire. These publications were subsequently reviewed for process content.

It became obvious to the researcher that a number of these publications seemed to be of exceptional quality in respect to usefulness as planning guides for use at the LEA level. A number of these are reported here.

For the most part these publications were provided free-of-charge in support of the study. It is not the researchers' intent to imply that these publications are generally available, singlely or in quantity, to educational planners who are out-of-state. The researcher must assume that requests for materials and publications are individually evaluated. Not all SDE publications are provided without cost.

NOTEWORTHY SEA PLANNING PUBLICATIONS

California

Guide for the Development of a School District Long-Range Comprehensive Master Plan (1976, revised)

The guide provides a flexible organizational model which helps focus LEA planning efforts on the total educational system and its relationship to the community at large. The model provides for five divisions: (1) The Educational Program; (2) Educational Facilities; (3) Demographic Studies; (4) Implementation Plan; and (5) Evaluation Plan. Suggested sub-headings, with explanations, are provided for each division.

Demographic Analysis: A Guide for Developing and Utilizing An Information System (1974)

The guide provides an excellent supplemental handbook for assisting in developing the local demographic study required with the long-range comprehensive plan. The guide stresses that no one method of projecting enrollment is reliable or practical for all districts. Stress is placed upon knowing local demographic conditions. Five primary indications of population change are explained and a list of 54 types of census data most commonly required by school districts is provided. In addition, a section provides examples of mapping data while the final section deals with the interpretation of local demographic data.

Colorado

A School Improvement-Accountability Kit (1975)

A series of 20 booklets designed as personalized activities for use as individualized study guides, as small group study guides, or as workshop facilitator's guides dealing with a systems analysis approach to school improvement and accountability studies at the LEA level. The kit is divided into five segments each representing a stage in the suggested process. The five stages include: (1) School-community Involvement; (2) Student Needs Identification; (3) Program Development/Modification; (4) Program Management; and (5) Program Evaluation. Emphasis is placed on community and staff involvement in the school improvement-needs assessment planning process. Each of the five segments of the kit, representing a stage in the process, contains three to seven topical booklets which provide process information, suggestions, and workshop ideas on important facets of each stage.

Florida

"An Evaluation of Education Enrollment Projection Methods Currently Being Used in Florida" (December 1976)

"A Summary of the Data and Methodology Used In Preparing Enrollment Projects" (December 1976)

"Methodology for Making Enrollment Projections for Public Schools by District and Program for Public Institution of Higher Education by Program and Level in Florida" (March 1977)

A series of three monographs reprinted during 1977, which review the most common enrollment projection techniques commonly used by school districts today. Emphasis is placed on the utilization of a technique which best fits the conditions with each LEA and the availability of reliable data. It is extremely important that the assumption underlying the methodology be valid for local conditions.

Iowa

"A General Sequence of Procedures for an Educational Needs Assessment"

"A Needs Assessment System Manual"

(undated mimeograph)

The purpose of the publications are to stimulate local school boards to actively promote a better community understanding of its schools by providing technical assistance in conducting the mandated LEA needs assessment. The purpose of a needs assessment is reviewed as well as a number of approaches currently in use. A 118 step procedural model is outlined; flow charts are included as are suggested needs assessment instrument items.

Massachusetts

Resources for School No. 4: Community Involvement In Your School - A Guide to People, Programs and Publications (1978)

Essentially, a directory of Massachusetts LEA, however, does contain an excellent national annotated resource listing.

Declining Enrollments In the Massachusetts Public Schools: What It Means and What To Do (1978)

Generally, a document for Massachusetts LEA, but the problems and suggested solutions for dealing with declining enrollments and

resources are applicable throughout the country. The booklet contains a concise easy-to-follow set of directions for computing future school enrollments using the Cohort-Survival Ratio technique.

Missouri

Missouri School Management Review: A Manual for the Self Evaluation of School District Management (1976)

Provides a comprehensive manual for conducting a self-study management audit at the LEA level. Rating instruments are provided for the major management aspects of the school district, including: financial planning and budgeting; accounting; auditing; purchasing and warehousing; debt service; investments; school food service; data processing; pupil transportation; resources; building operations and maintenence; construction and modernization; personnel administration; comprehensive planning and evaluation; public information and community involvement; organization (structure and communications); and board of education (role and scope).

New Jersey

T and E: A Primer for School Improvement in New Jersey

(1976 revised)

A historical overview and outline of the general planning model mandated by New Jersey recent "Thorough and Efficient" legislation designed to formalized a cost-efficient goal-oriented public school system with a maximum of citizen involvement at the LEA level.

Comprehensive Planning in Education (1975)

Goal Development in Education (1974)

Needs Assessment in Education (1974)

Planning Bibliography for Education (1975)

Four of a projected series of 7 planning handbooks designed to assist the LEA in implementing New Jersey's comprehensive school planning legislation. Each handbook provides ample explanation of the topic, a review of significant practices, suggested activities, instruments, press releases, and flow charts, and a bibliography.

New York

School District Planning Workbook (1977)

Six guidebooks, each dealing with a significant aspect of school planning designed to provide school district decision makers with a easy to follow step-by-step guide for improving the data base for decisions. Handbook topics are: Enrollment Projection; Program Projection; Staff Projection; Facility Projection; Financial Projection; and Summary Projections.

North Carolina

Planning for Education: People and Processes (1973)

The steps inherent in the planning process are: (1) preparation for planning; (2) analysis of situation; (3) development of alternatives; (4) implementation; and (5) evaluation of the plan and the process. A PERT chart outlining a typical planning sequence provides a functional structure for the publication.

Handbook for Planning in Local School Systems (1976)

The handbook provides an overview of planning along with identification of the logical steps in the planning process. Planning is defined as a process through which the education system rationally determines where it is, where it wants to go, and how it will get there. The steps in the planning process are: (1) situation analysis; (2) mission definition; (3) determination of continuing objective; (4) assessment of continuing objectives; (5) selection of specific instructional objectives; (6) the establishment of priorities; (7) the development of instructional strategies; (8) determination of support service objectives and strategies; (9) budgeting; and (10) evaluation. The handbook suggests that planning is cyclical and that as the results of each step are reviewed and modified where appropriate, a re-cycling of the steps in the process will become normal procedure.

Pennsylvania

Long Range Planning - Part I Guidelines and Instructions

(1977 revised)

Pennsylvania has required comprehensive long-range planning since 1974 including community and staff involvement, a continuous assessment of needs, and an on-going articulation of goals between the school and the community. This guidebook provides concise directions for completing the long-range planning document required by the SDE. Part II of the guidebook provides sample forms.

Utah

Goals and General Objectives of Education in Utah (1973)

Needs Assessment: Winnowing Espressed Concern to Critical Needs (1969)

Identification of and Planning Solution to Priority Problems Confronting Utah's Educational System (1971)

An Education Manager's Guide to Objectives (1968)

Long Range Master Plan Development in Education (1968)

Systems Analysis for Educational Planning (1968)

An excellent series of training manuals which, although 10 years old, still provide a meaningful overview of comprehensive school planning utilizing a systems analysis approach and involving the community in the identification of needs and goals.

Wisconsin

Toward Excellence In Education (Revised)

A concise overview of the important instructional program components of a comprehensive elementary and secondary education. The publication provides a comprehensive model of public education as an aid to local school planning and problem analysis.

GLOSSARY

The following terms, and their definitions, have been compiled from the various SDE planning publications reviewed during this study, special consideration is given to the New Jersey and Utah State Boards of Education.

Activity - An instructional method used to accomplish an objective.

Analysis - Analysis is the process of applying values and meaning to data in order to produce information.

Assessment - A non-valuing act of gathering data, pooling information and making comparisons concerning the current status of a topic under consideration.

Audit - See Education Program Audit.

Behavioral Objectives - A precise statement which answers the questions:
Who will do what, when and how well?

Beliefs - Statements of principles or philosophy about education which are widely accepted by personnel within the education system and which guide the behavior of the personnel in the system.

Benefit-Cost Ratio - An economic indicator of efficiency, computed by dividing benefits by costs.

Brainstorming - A form of group dynamics designed to encourage creative and imaginative thinking in problem solving through an uninhibited exchange of ideas.

Budget - A budget is the financial expression of the education system's strategies (instructional and support) for achieving its stated objectives.

Budgeting - The process of translating planning and programming decisions into specific projected financial plans for relatively short periods of time. A precise statement of the distribution of fiscal resources.

Community - All those individuals within the geographic boundaries of a particular school attendance area or school district who will be affected by the educational process taking place.

Community Involvement - Community inputs, such as survey data, advisory group feedback, or the minutes of public hearings, which shall be gathered to provide information for the establishment of philosophy, goals and programs.

Comprehensive Planning - A complete planning process, which includes the following components: pre-planning; goal development; needs assessment; problem analysis, generation of alternative solutions; selection of alternatives; implementation; and evaluation.

Planning which involves: (1) Consideration of all relevant factors; (2) Participation of all agencies and persons who should contribute to the development of a given plan; and extended time limit: middle and long-range.

Concern - The unrefined, unevaluated expressions or beliefs that emanate from individuals or organizations in their attempts to identify needs or problems that some aspect of education deviates from a desired state or condition.

Concerns Analysis - The process of identifying all relevant facts, values, and policies related to a given concern; a technique used in problem identification.

Consistent - In agreement; not incompatible, e.g., the selection and/or development of goals which address the fundamental purpose of the public school.

Constraint - Obstacles or barriers (real world boundaries) that already exist which may jeopardize or deter, in whole or in part, the successful accomplishment of the mission or its specified performance requirements.

Context Evaluation - Evaluation with the purpose of providing a rationale for determination of objectives for the system. It defines the environment, identifies unmet needs and unused opportunities and diagnoses constraints preventing their attainment. (Phi Delta Kappa, National Study Commission on Evaluation)

Cost-Benefit Analysis - An analytical approach to decision-making and problem solving requiring definition of objectives, generation of alternatives, and identification of the alternative that yields the greatest effectiveness for any given cost, or a chosen degree of effectiveness for the least cost. The term is usually used in situations in which the alternative outputs cannot easily be quantified in dollars.

Criteria - Premises on which priorities are established among alternatives in order to measure relative degree of desirability.

Critical Path - In P.E.R.T., and other network-based management systems, that sequence of events and activities that has the greatest negative, or least positive slack, or the longest path through the network.

Culturally Determined Need - An educational need of students which is the result of students' learning the common core of skills, understandings, attitudes, and information needed to function as a member of society.

Decision Matrices - A method of allocating resources, determining priorities, or selecting goals by graphically displaying the relationships of mutliple interdependent variables in two or three dimensions. For example, one demension of a decision matrix in education might be available funds while the other dimension might be faculty salaries, maintenance cost, library costs, etc.

Decision Variable - A variable over which one can exert some control, whose value one can choose as a result of a decision. The decision variable might be the amount of food one must eat to satisfy hunger.

Delphi Technique - A procedure for systematically soliciting and collating the opinions of experts on the future of a preselected subject through individual interrogations, usually by questionnaires. An attempt is made to achieve consensus of convergency of opinion by the feedback of results to the participants and recycling the process.

Deterministic Models - A mathematical abstraction of real world phenomena; a set of relationships among quantitative elements - paramaters, variable outputs.

Diffusion - The processes by which an innovation is adopted and placed in operation.

Discrepancy Analysis - The process of determining and analyzing the need, gap between "what is" and "what should be."

Dissemination - The distribution of information, ostensibly about a program, project, or activity worthy of emulation.

Educational Need - A deficiency of skill, knowledge, or attitude on the part of students that requires instruction and experience to eliminate. An educational need does not necessarily involve the desires and interests of the students involved.

Educational Philosophy - An expression of fundamental beliefs concerning the role of the school in the community.

Educational Planner - A person skilled in the application of planning technology to the solution of educational problems, and whose job assignment is concerned wholly or in large part with educational planning.

Education Program Audit - An audit, or check, on the evaluation process, rather than an assessment of the program or project being evaluated. An audit can determine the appropriateness of the evaluation techniques used and evaluate the manner in which it was, or is being, conducted.

Effectiveness - The performance or output received from an approach or program. Ideally, it is a quantitative measure which can be used to evaluate the level of performance in relation to some standard, set of criteria, or end objective.

Evaluation - Activities undertaken in an attempt to determine the value and/or success of a program, project, technique, etc.; the act of making judgments based upon the data gathered.

Feedback - In planning, feedback is the evaluative information which describes the functioning of a system and when there are malfunctions, is used as the basis for revision or modification of the system.

Flow Chart - A pictoral description of a plan showing the interrelationships of all required events.

Force Field Analysis - A decision-making, problem solving technique in which values are placed upon positive and negative forces affecting goal attainment.

Formative Evaluation - The process by which evaluation data concerning on-going implementation is provided to decision-makers. It provides periodic checks to answer the question, "How well is it working?" It is process rather then product oriented.

Functional Analysis - The process used to determine what functions or jobs must be done to accomplish the mission objectives.

Functions - In the context of the system approach, those things (actions) which must be done to accomplish the overall job.

Futures/Futuring - The use of techniques for the purpose of systematically exploring and comprehending future possibilities.

Gaming - A means of providing a simulated operational present or future environment to make possible multiple interactions among competing or cooperating players (not to be confused with game theory).

Generic - Relating to or characteristic of a whole group of class: general (Webster). Generic problem-solving model is one which ostensible may be applied to the process of seeking a solution for all problems of the kind for which the model is designed.

Goal - A statement of broad direction, general purpose or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time.

Goal Indicator - An occurance or state of being that would be in effect should a goal be met. A fact or factor that will illustrate or amplify the goal statement.

Incremental Change (Incrementalism) - Change on a piecemeal basis, in which each step represents a slight shift from the status quo. Often referred to as "muddling through" it represents an alternative to thorough comprehensive planned change.

Individually Determined Need - An educational need of a student which is the result of individual interests or desires that make certain educational outcomes more important than others to the student involved.

Implement - To carry out: Fulfill, especially to provide a definate procedure to ensure fulfillment of a plan.

Indicator - A factor which is used to estimate the degree of goal attainment.

Innovation - Educational innovation is a new or different concept, methodology, organization or program that is systematically introduced into the classroom, school system and/or the state.

Input-Output Tables - Models of an economy which is disaggregated into sectors and in which explicit account is taken of sales and purchases between sectors. One set of parameters which is common to all such models are technical co-efficients of an industry are the number of units of input or each industry which are required in order to produce one unit of output of the given industry.

Interface - In the system approach, the term applies to the specific relationship and/or interaction between elements or components of the system.

Interim Performance Objective - A behavioral objective that constitutes one step or phase in the achievement of a given terminal performance objective.

Iterative Process - A process for calculating a desired result by means of a repeated cycle of operations, which comes closer and closer to the desired results.

LEA - Local Educational Agency.

Learning Environment - The learning environment deals with an educational atmosphere and process rather than with learning outcomes. It represents institutional arrangements, support, or services intended to create, support and/or improve the quality and effectiveness of life in the school and in the educational process.

Life Skills - Life skills are essential things students should be able to do by the time they are legally allowed to leave school.

Long-Range Planning - Planning which looks beyond the immediate problems of the next 5 years. The specific length of time considered is arbitrary.

Management By Objectives (MBO) - A method of administration in which the district and its schools identify their more important objectives, assign responsibility for these objectives, identify the resources needed for instruction, allocate monies to the higher priority objectives, monitor activities related to the more important objectives, and evaluate the success of student performance in relation to the more important objectives.

Management Model - A design for implmenting the operations model. It includes: (1) administration requirements; allocation of responsibility for function; (2) tasks, flow of operations (PERT); (3) costs, budgets and evaluation.

Methods-Means Analysis - The identification of all possible methods (strategies) and means (vehicles) for implementing each strategy, and the listing of the advantages and disadvantages of each for achieving one or more of the specified performance requirements identified in a system analysis.

Middle-Range Planning - Planning which covers a span of about 2-5 years into the future.

Mission - The mission is a broad and comprehensive statement of the central and continuing purpose of the education system which justifies its continuing support by society, and which provides direction for the management and allocation of resources for its operation.

Mission Analysis - The first major function involved in the analysis of a problem. Mission analysis includes: (1) defining the overall mission objective, (2) determining the mission performance requirements, (3) determining mission constraints, and (4) determining the mission profile.

Mission Objective - A precise statement expressed in operational terms which identifies the overall intent of a mission.

Mission Profile - The major functions which must be performed to accomplish a mission. These functions are arranged in logical sequence and depicted in flow-chart form.

Model - A generic description which may be applied to a related set of processes or situations. A schematic representation of the relationships that define a situation under study.

Monitor - To collect and analyze feedback during the implementation (on-going) phase of a program or project.

Need - The difference between "what is" and "what should be." All institutional needs must be related to learner needs. Needs should be related to a problem rather than a solution.

Needs Assessment - A systematic approach to identifying the discrepancy between "what is" and "what should be."

Network - A flow diagram consisting of the activities and events which must be accomplished to reach the program objectives, showing their planned sequences of accomplishment, interdependencies, and interrelationships.

Objectives - Desired accomplishment which can be measured within a given time and which if achieved, will advance the system toward a goal. Quantifiable desired outputs within a time and space framework. By achieving the objectives, progress toward the goal is advanced.

Objective, Continuing - Continuing Objectives are qualitative statements which collectively describe the ideal conditions which would exist on a continuing basis when the education system is making progress toward its mission.

Objective, Specific - Specific Objectives are quantitative and qualitative statements of desired student achievement and/or outcomes essential to the achievement of continuing objectives and which identify time of completion, results expected, and the means of evaluation.

Objective, Instructional - An objective applied to instructional outcomes for students or groups of students.

Objective, Support - A specific objective applied to a support service outcome needed in the instruction area for achieving desirable educational outcomes for student.

Objective, Educational - A statement of purpose describing desired educational outcomes for students. Educational objectives define domains of knowledge that are more specific than subgoals and more general than performance indicators and instructional objectives.

Objective, Program - Statements of performance which identify the expected results of a set of activities (program) designed to meet a priority goal; statements of intended performance levels of a specified group in a specified educational program area.

Operational Philosophy - An accumulation of identified values that are used as a kind of "guidance mechanism" in the problem-solving approach. It is an organized arrangement of all of the values generated through the concerns analysis procedures.

Operational Simulation - The manipulation of a mathematical or mechanical representation of a system or process, so that, by plugging in real or potential changes in the system environment, it is possible to observe the operation of the system in a variety of conditions.

Operations Model - A design for producing the system products. It includes procedures, tasks, jobs, designs, equipment, method-means, and performance criteria.

Operations Research (O.R.) - The use of analytic methods adopted from mathematics and other disciplines for solving operational problems. Among the common techniques used in O.R. are: linear programming, probability theory, information theory, Monte Carlo methods and queuing techniques.

Opinions - A view, judgment, or appraisal not necessarily based upon fact concerning the problems, needs, and activities of the community, its schools, and its students.

Parameter - A value which is held constant during some calculation. The parameters of a system or model are characteristics, some of which may be assigned selected values while examining the effects of variation in other characteristics of the system.

Participatory Planning - The involvement in the planning process of all groups and individuals (or representatives) affected by the educational policy.

Perceived Needs - Concerns based upon the opinion of respondents.

Performance Budget - A budget based upon functions, activities and projects whose principal analytical orientation is the measurement of efficiency of operating units. For example, such a budget in an agency might require computation of the cost per unit of mail processed for one branch of the agency and the cost per loan application processed in another branch.

Performance Indicators - Statements that seek to define measureable learning outcomes by specifying tasks whose accomplishment will be taken as evidence that an educational purpose has been attained. Performance indicators communicate educational purpose with greater specificity than goals.

Performance Objective - A clear precise statement of what the learner is to do to demonstrate competency at the end of a prescribed learning period. It describes how the learner is to demonstrate his/her competency and how well the learner is to perform in order to demonstrate that competency.

Performance Requirement - A series of criteria or criteria or standards by which the success or failure of the system or mission is to be ascertained. Normally, these are comprised of products, specifications, performance characteristics and restrictions; and they allow measurements to determine how well the system is performing with respect to the goal.

P.E.R.T. - P.E.R.T. (Program Evaluation and Review Technique) is a set of principles, methods and techniques for effective planning of objective-oriented work establishing a sound basis for effective scheduling, costing controlling and replanning in the management of programs. It employs a product-oriented work breakdown structure, a network flow plan, elapsed time estimates and identifications of critical paths in the networks, a schedule, and analysis of the interrelated networks and other components.

Planned Change - A systematic and logical approach to planning for the future. There are two major aspects to planned change: (1) prediction, the accurate sensing of changing needs as reflected in societal goals, and the determination of necessary modifications in performance that will successfully accomplish these redefined goals, and (2) design, translating the predicted changes into specific individual behaviors relevant to successful completion of the goals.

Problem Identification - A part of the needs assessment procedure which identifies relevant facts, values, and policies related to an expressed concern and then validates the concern as a problem in terms of accuracy, validity, feasibility, and criticality.

Professional Staff Participation - Various inputs (i.e., recommendations review) from school administrators, school teachers, etc.

Program - A major agency endeavor, mission oriented, which fulfills statutory or executive requirements, and which is defined in terms of the principal actions required to achieve a significant end objective. A cluster of related activities carried out in anticipation of the accomplishment of a goal.

Program Budget - See Performance Budget.

Program Category - A classification within a program structure which expresses the purpose of the program.

Program Element - A subdivision of a program category which comprises the specific products that contribute to an agency's objective(s).

Random Sample - A sample selected in such a way that each person in the total population from which the sample is drawn has an equal opportunity of being in the sample. This allows generalizations to be made concerning the total population based upon characteristics of the randomly selected sample.

Resources - Money, people, facilities, time, materials, or anything else used by the education system for accomplishing its objectives.

Scaling - Any one of a variety of techniques developed for the purpose of quantifying and comparing subjective values and attitudes.

Scenario - The imaginative construction into the future of a logical sequence of events based upon current conditions.

SEA - State Education Agency, State Department of Education.

Self-Study - The phase of a needs assessment inwwhich the system gathers data to assess actual conditions (reality) relating to goals. These results may then be compared to the community and staff perceptions of system performance.

Planning - Planning is the rational determination of where the education system is, where it wants to go, and how it will get there. It is the process through which objectives are established and resource are allocated to optimize the attainment of those objectives on a predetermined schedule.

Planning Capability - The organizational, procedural, technological, and support arrangements by which an agency has the capacity to apply problem-solving processes to any problem which is may face.

Policy Planning - Planning for broad system goals and directions.

P.P.B.S. - Programming-Planning-Budgeting-System systematizes the (1) appraisal and comparison of various government activities in terms of their contributions to objectives, (2) determines how a given objective can be attained with a minimum expenditure of resources, (3) projects government activities over an adequate time horizon, (4) compares the relative contributions of private and public activities to stated objectives, and (5) allows for continuous revision of objectives, programs and budgets in the light of experience and changes in circumstances.

PPE - Perpupil Expenditure.

Pre-Planning - Preliminary steps laying the groundwork for a comprehensive planning process. Includes obtaining a commitment from decision-makers, creating a climate of receptivity and awareness of the activities which will take place within the community, and "planning to plan."

Priorities - P riorities is a rank ordering of the continuing objectives in terms of importance or an indication of where the largest gaps exist between current and desired performance. Establish precedence by order of importance or urgency.

Priority Goals - Those goals placed in priority order which address validated need areas.

Problem - A problem exists when there is a goal to be attained with no well-defined or well established way of attaining it or when the goal is so vaguely defined or unclear that relevant means for attaining it cannot be clearly determined. A problem is the requirement for a strategy or means to reduce or eliminate a need.

Sensitivity Analysis - A procedure by which different judgements are made about the value of a parameter and then an analysis is run with each of the different values to see what different effects result. The technique may be employed when the data base is non-existent or of such poor quality that other analytical methods cannot be employed reliably.

Short-Range Planning - Planning for immediate needs, usually for a time period not exceeding two years.

Simulation - An abstraction or simplification of a real world situation.

Social Accounting - An effort to conjecture about the future of a nation, social system or institution by determining the "sum" of a series of independent factors.

Strategy - A careful plan or method employed to achieve objectives.

Strengths - Strengths are characteristics as well as tangible or intangible assets which provide a definite advantage to the education system in carrying out its mission.

Sub-Goals - Objectives, or partial goals, the attainment of which are necessary components in reaching the larger goal. A statement of educational purpose that is more specific than an educational goal, but is more general than an educational goal, but is more general than an educational objective.

Support Services Plans - The support services plan is an expression of the goals, objectives, and strategies of a support area in the education system.

Sub-System - Any given part of a total system which could in its own context be considered a system of its own.

Summative Evaluation - The evaluation of the product of a program or project. It answers the question, "How well did it work?" It is heavily product (outcome) oriented.

System - The sum total of parts working independently and in interaction to achieve a common purpose.

System Analysis - The process of determining the parts of a system and the way in which they relate one to the other and with the total system. It is used during the problem solving process for identifying problems and analyzing a problem and setting goals.

System Approach - A technological method of problem solving, systematically utilizing formalized principles and analysis and synthesis. A system approach to education would attempt to cosider every element in any environment related to a definitive problem.

System Synthesis - The process of determining the most relevant and most practical way to achieve a mission objective.

Target Group - A group within the general population toward which a program is aimed or on which it has a significant impact.

Tasks - Elements of a function or strategy which, when performed by people and things in proper sequential order, will or should resolve the parent function.

Task Analysis - The process of identifying the units of performance to be accomplished in order that the function from which they are derived may be accomplished.

Terminal Performance Objective - A behavioral objective applicable to the end product. In one context, terminal performance objectives may apply to the student product as he completes grade twelve; in another, they may apply to the student at the end of a course; and so on.

Time Line - A graphic depiction of the occurance of activities, past and/or future, in temporal sequence.

Validated Needs - Perceived needs which have been shown to be real through the presentation of evidence such as test data (measures of student performance) or observation.

Variable - A characteristic which can take on different values.

Weaknesses - Weaknesses are characteristics or deficiencies which impair the ability of the education system to carry out its mission.

GLOSSARY (Addendum)

Change - A random, spontaneous, process which evolves without deliberate effort. The results can be either positive or negative.

Change Agent - Person(s) who facilitate planned change.

Change Process - How change comes about.

Client System - The total group which is served.

Cost Effectiveness Analysis - See Cost-Benefit Analysis. The term is usually applied to situations where outputs can be identified, measured and quantified in terms of dollar cost.

Cost-Utility Analysis - An analytical approach to long-range decision-making in which any allocation of resources is preceded by a systematic consideration of the trade-offs and the effects which will be realized within the total system by assigning various levels of resources to one activity or another. The objective is to achieve maximum benefits from minimum costs and it goes beyond the mere allocation of monies.

Educational Accountability - Refers to a process of determing the degree of realization of agreed upon goals at both the management and instructional levels.

Innovation - A change which represents something new or unique to the people involved.

Mandate - A direct authoritative instruction or requirement to comply.

Master Plan - A functional long-range planning document.

Match-Mismatch Analysis - Similar to discrepancy analysis in which a validated educational need is defined as the difference between values and fact.

Planning - Efforts to formulate a plan or scheme for the accomplishment of an aim or mission.

Planned Change - The results which occur through a conscious, deliberate, management of the change process. A systematic effort to develop acceptance of a change (innovation), which results in benefits to those involved, by those concerned.

Policy - A guiding principle, course of action or procedure adopted by a governing body which it deems to be expedient, prudent or advantageous.

Regulations - A governmental order having the force of law.

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